

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Miss. Mary Panagopoulos

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sewell-Anderson School

(As it should appear in the official records)

School Mailing Address 25 Ontario Street

(If address is P.O. Box, also include street address.)

City Lynn State MA Zip Code+4 (9 digits total) 01905-1223

County Essex County State School Code Number* 0163-0085

Telephone 781-477-7444 Fax 781-268-4047

Web site/URL http://www.lynnschools.org/ourschools_sewell.shtml

E-mail panagopoulosm@lynnschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Catherine Latham

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: lathamc@lynnschools.org

Other)

District Name Lynn, Massachusetts Tel. 781-593-1680

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Helen Brown

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 26 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	5	3	8
K	22	18	40
1	21	29	50
2	28	30	58
3	25	14	39
4	30	28	58
5	21	23	44
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	152	145	297

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 10 % Black or African American
 - 38 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 36 % White
 - 12 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 15%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1	289
(5) Total transferred students in row (3) divided by total students in row (4)	0.152
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 12 %
37 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Spanish, Portuguese, Bengali, Vietnamese
8. Students eligible for free/reduced-priced meals: 67 %
 Total number students who qualify: 200

Information for Public Schools Only - Data Provided by the State

The state has reported that 70 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 21 %
62 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>14</u> Multiple Disabilities	<u>23</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Sewell Anderson Community works together in developing strategies for its students to be self-directed learners, collaborative workers, complex thinkers, and quality producers, ultimately acquiring the power of knowledge with the highest degree of human intelligence to become successful life-long learners.

PART III – SUMMARY

The Sewell-Anderson Elementary School was first established in 1920 and named after two Lynn natives: Private Loren Walter Sewell and Private Ernest Charles Anderson. The dedication and bravery of these honorable World War I soldiers inspired us to build a strong foundation of beliefs throughout our school community. We have faith in the words, “This is important, you can do it, I won’t give up on you” expressed by Jon Saphier.

Nestled at the top of Pine Hill, Lynn, Massachusetts, is a seacoast city north of Boston and welcomes approximately 300 students, pre-kindergarten through grade five. Our classrooms vary from regular education to four substantially separate special education classrooms. Fortunately, our small community allows us to create an intimate cohesive learning environment. Teachers, students, and parents alike share the journey of each child’s education.

There is an apparent sense of community one feels when walking the halls of our school. This can be attributed to our school climate which thrives on family involvement. Parents eagerly participate in evening Title I meetings, PTO events, School Councils, and volunteer in countless additional ways. By inviting parents and families into the school, we are able to build trust and relationships that bridge the gap between home and school.

Keeping students at the forefront of each decision allows our school to stay focused on the greater picture: to shape contributing members of society. Students are provided with ample opportunities to reach their full potential. We do this through providing quality curriculum and instruction, as well as offering multiple extracurricular activities. School spirit is embedded in our culture with the participation of the girls’ and boys’ basketball teams, Lego/Engineer clubs, Cribbage, Chess clubs, and more.

Maintaining fundamental traditions contribute to the development of socially conscious individuals. We support many organizations, both locally and globally, by conducting charitable fundraisers, canned good drives, clothing drives, and physical challenges. We emphasize the positivity in giving back and helping those that are less fortunate. Some traditions our students are involved in are as follows: Trick-or-Treat for U.N.I.C.E.F, Box Tops, Camp Fire’s Peer Proof program, Walk-a-thons, Book Buddies, Student of the Month recognition, Random Act of Kindness, Safety Patrol, and Adopt a Soldier. Student achievement is assured through these events and in such a positive school climate.

Attaining success at our school is a team effort. It is a high priority and occurs for several reasons. Highly qualified teachers deliver top notch instruction. Teachers are trained in using Backwards Design, Data-Driven Decision Making, Studying Skillful Teaching (RBT), Response to Intervention (RtI), and Sheltered Instruction Observation Protocol (SIOP model). These strategies are practiced and implemented daily.

Our commitment to each and every student falls on three beliefs: all students can learn; students need to feel a sense of safety and belonging to our school; and we are all learners. We exemplify this through our school pledge, “enjoy learning, show respect and honesty, and do your personal best.” The bar is set high yet attainable. Safety-nets such as special education services and after-school programs are in place to support student learning along the way. Additionally, the district supports our school with quality materials that align to the Massachusetts State Frameworks. Our English Language Arts and Math curriculum offer opportunities for all students to address and master the standards throughout the grades. Informed instruction, motivated students, district support, and dedicated parents offer a valuable explanation as to why the Sewell-Anderson School is performing well.

We are proud to share that for the past two years, by continuously meeting Annual Yearly Progress, Sewell-Anderson has attained a “Level 1” status in the state of Massachusetts. Recently, we accepted an award from the Massachusetts Department of Elementary and Secondary Education on becoming a Commendation School for narrowing proficiency gaps. Through tireless effort, determination, and commitment, we have created a team of educators focused on collaboration and respect. Together we have grown and aspired to be better teachers and examples for our student body.

Another aspect of our success is our Leadership Team, which is representative of the entire school. It is comprised of regular education, special education, Title I, Math Coach, and Sheltered English Immersion faculty members. Working diligently, this team assesses the needs of our students. Title I teachers then develop appropriate programs for teachers, parents, and students to address their needs. Programs have included book talks, phonics instruction, and methods of implementing reading comprehension strategies with the ultimate goal of increasing student achievement.

Sewell-Anderson is an exemplar school that encompasses the many qualities of a National Blue Ribbon School. Many positive factors contribute to the student accomplishments here at the Sewell-Anderson Elementary School. All components, in conjunction with each other, ensure academic success for our students. Our community feels honored and privileged to uphold these high standards as a tribute to our school namesakes, Loren Walter Sewell and Earnest Charles Anderson.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

English Language Arts:

Our primary resource is Harcourt's Trophies Reading Series, which aligns directly to the Massachusetts Curriculum Frameworks for English Language Arts and Literacy. This anthology is the core program; however, teachers differentiate and balance instruction through a variety of fictional and non-fictional trade books, poetry, and other media sources. All students receive 2-2.5 hours of ELA instruction daily. Teachers pace the curriculum and stay focused using mapping documents provided by the District. These documents offer highlighted themes, essential questions, suggested resources, student outcomes and provide teachers with a unit overview. Our primary focus is skill acquisition across the strands of reading, writing, speaking and listening. The five components of reading are the main focus in our primary grades. Foundational skills include Phonics, Phonemic Awareness, Vocabulary Acquisition, Fluency, and Reading Comprehension. These components of an effective, comprehensive reading program provide the foundation necessary to develop proficient readers.

The reading blocks consist of whole group instruction followed by small group guided instruction and practice. Content is delivered by the classroom teacher and reinforced by the reading and/or Special Education inclusion teacher; with some students visiting both. This is reflective of the Response to Intervention model, which offers students additional tiered exposure to content information. Some of the many assessments we use are: the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test, DAZE comprehension test, ongoing formative assessments, unit assessments, and District created benchmark assessments (Grades 3-5). We regularly examine data to make decisions about instruction in order to provide re-teaching opportunities as well as enrichment. We thrive to ensure that Sewell-Anderson students with the weakest reading skills get the maximum daily instruction possible. Furthermore, we also believe it is vitally important to challenge the accelerated reader. Reading teachers oversee enriching activities on a weekly basis, through a 'Lunch Bunch' and assigned projects.

Over the last two years we have enriched our ELA program further by using Model Curriculum Units developed by Massachusetts teachers and administrators who worked directly with the Department of Elementary and Secondary Education (DESE). This provided a positive exposure to rich literature in our second and third grade classrooms. A team of teachers actually took the time to write grants, in order to purchase books, and the result was an invaluable learning experience for children.

Mathematics:

Houghton-Mifflin's Go Math is the primary resource and was selected because it provides a balance of content and process to develop higher order thinking skills. Using the Common Core State Standards as a guide, the District chose this program and created a mapping document. We have immersed ourselves in the district mapping guide, which provides invaluable direction in leading teachers through units of study. These guides provide a unit overview, strand of focus, essential question, student outcomes, and highlights standards of mathematical practice. All students receive 70-90 minutes of Math instruction daily, depending upon grade level.

We systematically review formative and summative assessments, provide feedback to students and families, and make sound instructional decisions designed to ensure student success. End of unit assessments are provided by the District for grades 1-5. Using Test Wiz, data analysis software, reports are created for teachers. Through examining these reports, data analysis has become a vital tool for increasing daily rigor. With the assistance of our math coach, teachers receive materials for intervention and enrichment based on assessment results. With the ability to view individual and whole group data, we are confidently targeting students at risk and enriching high achievers.

Social Studies: We are at the beginning stages of aligning learning and to focus on the Shifts in Common Core. While addressing grade-level topics such as Community, Colonization, or Regions of the United States, students are beginning to examine primary documents through multiple sources. Using National

Geographic books in small groups, literacy standards are a driving force in teaching content. Again, we are moving in this wave to address Higher Order Thinking Skills through Social Studies.

Science:

Science instruction is aligned to the Massachusetts Science Frameworks. Know-Atom Science supports our main focus of inquiry based hands-on activities where students learn the Scientific Method and Engineering Design Process. The approach to teaching science has transformed from a lecture style to student exploration, where students actually “DO” science. Our goal is to build a love of science and inspire students to pursue STEM careers. Students receive approximately 1.5-2 hours weekly of Science instruction. We were chosen to pilot an after-school LEGO/Robotics and Engineering Program which filled to capacity. Our fourth and fifth graders are blossoming as they design and engineer robotic projects.

Pre K

The Sewell-Anderson School Pre-K class is designated as Substantially Separate, Severe Special Needs. We are committed to providing high-quality, developmentally appropriate, standards-based lessons based on the district's mapping guide for Pre K students. Aligned with kindergarten standards, life skills such as social interactions, routines and working with peers are embedded, nourished and developed. As our Pre-K students begin their journey of becoming life-long learners, our overarching goal is to develop life skills that will set them on their way.

2. Other Curriculum Areas:

Through carefully orchestrated school assemblies and beautiful displays of artwork, the arts are surely evident at Sewell-Anderson. Students meet with both the art and music teachers weekly for 40 minute sessions. Following the curriculum set by the Common Core State Standards, these teachers offer a variety of integrated lessons and projects.

The creative art teacher incorporates many mediums into the lessons. She encourages students to express individuality through means of art. Proudly our students' artwork has been displayed at various events in the community. This helps to build confidence and pride.

The music teacher has immense musical talent and shares her expertise through songs and instruments. Her ability to play multiple instruments motivates many students to follow in her footsteps. Students are able to share their desire for fine arts with a knowledgeable instructor. Classes are often used to practice an instrument, learn lyrics, or practice for an upcoming assembly. On any given day after school you may find her giving guitar lessons or the piano as well. A choral group is facilitated by our gifted music teacher. This group's scheduled performances include holiday programs, graduation, and other celebrated occasions. In addition to this, recorders, violin, and band instrument lessons are provided for third, fourth, and fifth graders.

We at Sewell-Anderson enjoy the various arts presented to our students, and we believe that it sets a good foundation for them as they are valued members of this community.

Physical Education classes are also offered 40 minutes a week to each class, with a true focus on fitness and team building. Play-works, a recess program, is in its second year at Sewell-Anderson. Training of the physical education and classroom teachers helped accelerate the success of this initiative. Collaboratively the P.E. and classroom teachers have introduced new activities through game facilitation. This includes: game introduction, rules, expectations, practice rounds, and a chance to play. With a closing cheer, students develop team appreciation. Students are given a safe, positive, and structured climate for 15 minutes each day during recess. By providing an environment of respect and inclusion we create a healthy community. This carries over into the classroom, where students display a more positive attitude and show improved academic achievement.

Technology is an integral piece in our puzzle of achievement. SMART Boards hang in each classroom, IPADS roll along the corridors to various locations, ELMOs display work, Nooks are used in reading groups, and the computer lab is always in use for research or developing Power Points. Sewell-Anderson has enlisted the support of the Assistant Director of Curriculum Instructor of Technology to support teachers and

integrate technology into student learning. With students having multiple media sources at their fingertips we promote exploration and discovery. Lecture style education is a thing of the past, so we are embracing new aspects of teaching and learning. Truthfully, we are only in the beginning stages of really using technology to improve education.

The Sewell-Anderson Library serves as the hub of the school. It is host to workshops for teachers, student enrichment programs, and opportunities for parental involvement. Students have the pleasure of visiting the library bi-weekly during teacher collaboration meetings allowing ample time for students to enjoy and complete their literary choices. The volunteer librarian supports all fore-mentioned activities by introducing students to quality books and authors cited in the state frameworks. Students are encouraged to take these books home and read them with their parents. Many library activities significantly contribute to the success of the school.

Acting as a curriculum support, First In Math®, an online program, solidifies basic mathematics skills in a fun and competitive way. Activities on the site employ practice techniques to rapidly increase computational fluency, problem solving skills, and critical thinking skills. Sewell-Anderson fifth graders rank first in the City of Lynn. In addition, the entire school population has solved 1,744,305 math problems to date. Every student from kindergarten through grade five receives a username and password to be used at school and home. Teachers weave time into the daily schedule to allow opportunities for practice. First in Math provides the review and reinforcements our students need. This also allows teachers the freedom to challenge students more often and build the higher order thinking skills.

3. Instructional Methods and Interventions:

To assure that the needs of our diverse learners are met, several instructional practices are in place. In order to address the Massachusetts Frameworks/ Common Core Standards, our teachers plan their lessons and are trained in attributes taken from Jon Saphier's *The Skillful Teacher*, and Jay McTighe's *Understanding by Design*.

Looking at outcomes, teachers design units of study with an emphasis on Backwards Design. Best practices from *The Skillful Teacher* support the learning. Every lesson must include: giving an itinerary and communicating what students will know and be able to do, i.e. posted objectives. Our students understand why the lesson is important and know what they need to do in order to succeed. Teachers begin by activating prior knowledge and allow time for students to make connections to their own lives. Meaningful activities and checking for understanding along the way assures a positive experience. Summarizers/ journals offer opportunities for reflection and assessments inform the upcoming instruction. Progress monitoring of reading provides the data necessary to develop reading groups and decide on instruction to those students who are in need.

We offer multiple approaches to differentiate the instruction for the content and the process of learning. Students work in cooperative groups in all grade levels and content areas. Students are offered Enrichment in reading as well as Intervention.

All teachers have or are in the process of taking Retell. Retell provides educators with the skills to diversify their lessons to meet the needs of all their students.

To ensure meaningful learning, we know that it is essential to place planning and pedagogy, (instructional methods) at the forefront.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In compliance with the Massachusetts Department of Elementary and Secondary Education (MA DESE), all students are assessed on meeting grade level Common Core State Standards as indicated by the Massachusetts Comprehensive Assessment System (MCAS).

All students in grade three, four, and five must complete an English Language Arts and Mathematics exam. Grade four is assessed on students' skill in topic development, grammar, spelling, vocabulary, and punctuation by means of the ELA Long Composition. In addition, grade five students are tested in Science, Technology, and Engineering (STE).

Sewell Anderson has continuously met state requirements to maintain the honor of Level 1 status by repeatedly meeting benchmarks of Annual Yearly Progress, Student Growth Percentiles, and Progress Performance Indexes.

Additionally, it is very important to note that twenty three students submit an MCAS Alternate Assessment. This consists of a portfolio of materials collected annually by the teacher and student. Evidence for the student portfolio may include work samples, instructional data, and other supporting information and materials based on the student's performance in the subject being assessed. The evidence submitted in portfolios helps ensure that students with the most intensive disabilities have an opportunity to show what they know and to receive instruction at a level that is challenging and attainable.

Although some variability in the data are expected due to the low number of students (< 50), the decrease in proficient or above in Grade 3 math and ELA from 2013 to 2014 requires a more in-depth analysis. Upon review of this data, three possible explanations emerge. First, the number of students increased by 11 students from the previous year (a 26% increase), which translates into increases in class size by 4-5 students. In addition, the third grade teachers were a new team last school year, whereas the 4th and 5th grade teachers have been consistent over the last several years. Finally, in Massachusetts, when performance level results are reported, students with alternative assessments are identified in the "warning" category. In 2014, 10 students (19%) participated in the 3rd grade alternative assessment, compared to just 6 students the previous school year.

Conversely, the percent of students earning scores in proficient or above in grades 4 and 5 showed significant improvement from the previous years. The leadership and staff at the school believe that the addition of a full time math coach, as well as, the implementation of a new online math homework program called First in Math were critical to this success.

After reviewing our data, results indicate improvements throughout grade levels. All grades increased their Composite Performance Index (CPI) from 2010-2014. In English Language Arts there was a positive gain from 80.9 to 87.9; likewise in Mathematics, we progressed from 78.7 to 89.0. It is imperative to note the substantial gains made in our Students with Disabilities subgroup. With over a 20% increase from 2010-2014, the CPI went from 61.1% to 88.6%. We attribute much of our success to the Special Education inclusion model, Response to Intervention model, afterschool test preparation meetings, and daily differentiated instruction. In grades four and five the percent of Advanced and Proficient increased in both ELA and Math of more than 10% and 20% respectively.

The achievement gap for Hispanic students, especially in math, was raised as a particular concern for the school last year. As a result, two additional positions were added to address the needs of this subgroup of a students. First, an ELL Coach was assigned to the school to work with teachers and students for whom English is a second language. The second was the addition of a full time math coach to model, support and guide teachers through implementation of the common core state standards, using a newly adopted math program, Go Math, for the 2014-2015 school year.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

At the Sewell-Anderson School a leadership team analyzes a wide variety of assessment results in great depth. These assessments include DIBELS, DAZE, DDM (District Determined Measures), District Unit Assessments, and MCAS/MCAS ALT. Data from student assessments is examined for strengths and weaknesses. Based on these findings we are able to create small flexible groups for tiered instruction. Using this data we identify students at risk, as well as high achieving students who could benefit from enrichment.

Teachers are able to improve instruction and student learning through the use of support staff; which includes Reading Specialists, a Math Coach, Special Education inclusion teachers, and an ESL teacher. All Sewell-Anderson teachers attend weekly grade level meetings, monthly staff meetings, and professional development workshops to continuously evaluate data. All teachers dedicate a night back to offer tutoring in English Language Arts and Mathematics.

Informing parents, students, and the community of students' academic achievement is a top priority of the Sewell-Anderson School. Parents are continuously informed through agenda books, progress reports, report cards, and a school-wide monthly newsletter. Additionally, parents are invited to Academic Parent Teacher Team meetings, Open Houses, and given the opportunity to view MCAS ALT portfolios.

A strong relationship between teachers and students is what allows Sewell-Anderson to flourish. In order to keep students accountable for their learning, teachers provide feedback on daily work, assessments, and projects. The principal plays an enormous role in communicating with students as well. Taking the time to conference with students collectively and individually about their academic success builds a community of aspiring learners. Her visibility in the classroom shows her committed support to both teacher and students.

The community celebrates the Sewell-Anderson accomplishments through recognition on the Lynn Public Schools website and in local newspapers. We have welcomed many visitors from the state and district to shine light on the endless efforts our teachers, students, and parents display.

Part VI School Support

1. School Climate/Culture

When thinking of Sewell Anderson School's climate a myriad of programs and activities come to mind. There is a certain mystique and aura that gives our school its culture.

To begin each day, the morning announcements are read by the principal and students. The student body recites the school pledge each day of "enjoy learning, showing respect and honesty, and do your personal best." During the day teachers use these ideals to remind students of our commitment to excellence. This message is ingrained by all on every level of our school. The belief that we are all in it together makes every stakeholder in our school an integral part of what Sewell Anderson is all about.

Strong academic programs help students build confidence and pride in their work. First in Math, Spelling and Geography bees in the school build a healthy competition for the students. School wide activities that enhance school climate are often run by the PTO, which is very committed to enhance school pride and a sense of belonging to the school. Some programs that our PTO runs are: family dinners, family dances, father-daughter dances, mother and son bowling, Field Day and Ice-cream Socials.

The principal sets the climate of the school. She is the beginning and the end of the whole circle. She is a great communicator that enlists the help of the entire faculty as well as the community. The principal recognizes contributions from everyone regularly on speaker, in weekly and monthly memos, personal notes, and Blackboard Connect.

Sewell Anderson offers an environment where teachers feel valued, supported and trust each other. Common planning time is provided where grade level teachers have an opportunity to collaborate, receive training and/or plan. The PTO honors teachers during an appreciation week and supports requests from the faculty as well. There is mutual support and respect between all staff members. Co-teaching practices are used and successful for teachers and students.

Another key component of school climate is the students have a strong sense of safety. Students know their building is clean and orderly. They know the rules and expectations set forth by the principal. Diversity and acceptance of all is a common theme in the school.

In conclusion, the climate of Sewell Anderson School is more than the sum of its parts. It is a shared mindset by all with a vision of moving forward.

2. Engaging Families and Community

Family and community engagement is a significant part of a truly successful school. Adult participation sends the message that school is important. At the heart of our family engagement is two-way communication, not just information coming home from school. Parents are encouraged to communicate daily in agenda books and an open door policy.

Academic Parent Teacher Teams build awareness, use and understand data, and create a welcoming environment in our school. The APTT organizes three annual meetings where parents of Kindergarten through Grade 3 students are required to attend. Parents view student data and build an understanding of grade level curriculum. At these evening meetings they observe a lesson, learn best practices to aid in their child's success, and are provided with instructional materials to practice skills at home. This solidifies the expectations between school and home. Parent participation is an essential part in this process. Families gain accountability, feel a sense of ownership for their child's success, and are made to feel as trusted responsible partners.

The Sewell-Anderson Community encourages all families to be involved in learning. Parents are informed of their child's success through progress reports, phone calls, letters, informal conferences and Blackboard

Connect. Translating report cards in the native language and providing translators are two additional services offered. Monthly newsletters, a school newspaper, Student of the Month awards, and Random Acts of Kindness magnets are shared often by the Principal. Reminder notices of upcoming events and activities are sent home regularly on “Take Home Tuesdays.”

In the fall, the Sewell-Anderson Community starts off with a Meet and Greet Open House. During this time teachers and families build a rapport with one another, and academic expectations are set. Other activities include: annual Halloween parades, assemblies, book fairs, ice cream socials, a Talent Show, and a crowd favorite Faculty/Student Basketball game. A Father/Daughter Dance, Mother/Son Bowling, an American Girl Book Club, sports, and afterschool programs offer a multitude of ways for the parents, teachers, and students to engage in positive recreation.

In addition, we have several local contributors; John Hancock Insurance Company of Boston generously donates supplies and furniture, The Lynn Rotary Club provides dictionaries yearly to our third graders, and Shaw’s Supermarket assists us with food donations several times a year. Other enrichment programs are given by: The Museum of Science, The Boston Ballet, Forsythe Dental, and the Lynn firefighters. Several volunteers also help out from the R.O.T.C. as well as the local high school National Honor Society. Creative communications continue to grow, improve, and thrive.

3. Professional Development

Sewell-Anderson teachers have opportunities to improve their knowledge and develop best practices in all content areas. High expectations are set for the delivery and quality of professional development. Courses are chosen and structured around district initiatives. Through the use of LUCID, an online course registry, staff members are able to sign up for a variety of courses available year round.

The principal meets with all teachers to discuss professional learning goals. Data, along with past observations, informs the direction of the upcoming year. As a grade level team, teachers collaborate to create student learning goals based on data. These goals provide direction for the current academic year. Educators have been encouraged to interact and collaborate with other teachers from across the district. Sewell-Anderson teachers have been able to integrate many ideas, suggestions, and best practices that were shared by district wide colleagues.

Professional development occurs through district trainings and school based weekly common planning meetings. Every year the school provides two days of staff development; one in August before school starts and one in November. This allows for teachers to share, explore, and learn together. Book talks are encouraged and recently we have read: *The 7 Keys to Comprehension* by Zimmerman, *Reading with Meaning* by Miller, *Making the Most of Small Groups* by Diller, and *Understanding by Design* by Jay McTighe. Discussion groups were held and strategies outlined in the books were used to determine the best way to utilize skills in the classroom. Constant alliance ensures that our students will continue their high level of achievement.

The Sewell Anderson staff has embraced changes in knowledge by incorporating the strategies from the newly offered SEI Endorsement Course, Retell. Through this training, teachers develop and revisit practices targeted for English Language Learners. Incorporating the many practices into daily instruction teachers differentiate accordingly. The transience and diversity in our beloved urban district is woven together with strategies from this course.

Another District goal that Sewell-Anderson has adopted is that of the Response to Intervention Model. Developing the idea of data analysis has been procedural and overwhelmingly beneficial. The staff is focused on using data to inform instruction and develop tiered groups within their classroom. A main focus on reaching students’ specific needs through the use of data has tremendously shaped our instruction.

4. School Leadership

The principal, educators and parents form a leadership team at the Sewell-Anderson School. This collective group represents our community and works with one single goal in mind. That is, a willingness to work collaboratively and embrace new methods and strategies to ensure student achievement. The principal of Sewell-Anderson works as the facilitator that encourages and requires teamwork from every level within the school.

The direction provided by the principal is truly a shared vision. As an inspiring leader, she ignites the flame and enlists others to keep it burning. Flexibility and mutual respect are key ingredients to her success. Most ideas start with her, but not necessarily end with her. She enlists the help, suggestions, and contributions that are made from all of the varying leadership teams.

Performance Improvement Mapping Team (PIM) team is comprised of the principal, teachers, specialists, and coaches. The PIM team analyzes data from state and district assessments to determine school wide strengths and weaknesses. Each member has a key role in determining best practices and the use of technology in daily lessons. Sharing the minutes from all meetings with the entire staff is believed to be paramount.

Student Study Team (SST) is a team of classroom teachers, school adjustment counselors, ELL coaches, reading specialists, special educators and the Principal. The group has child centered discussions to determine the individual needs of struggling students. Team members bring their knowledge and expertise to collaboratively decide strategies and accommodations that can be used in the classroom to improve student achievement.

Parent Teacher Organization (PTO) the members of the team are made up of parents, teachers, community leader liaison, and the principal. These members support the culture and climate of the school. They work to create opportunities to bridge the school and the neighborhood community through afterschool programs, nightly events, and fundraising. The goal of the PTO is to develop an environment of excellence, acceptance and to support teachers/students.

Shared leadership occurs at PLCs/Grade Level Meetings. The faculty works together to develop strong teams and above all trust. We look at student work, set goals, plan strategies and activities, to support instruction, and actually try to weave in a little fun!

Collectively, these leadership teams assure a healthy culture and climate while keeping a constant eye on student achievement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MCAS SPRING MATHEMATICS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	52	79	57	45	60
Advanced	15	19	17	2	23
Number of students tested	54	43	46	42	43
Percent of total students tested	81	86	87	88	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	19	14	13	12	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	44	69	53	38	50
Advanced	5	19	14	0	9
Number of students tested	39	26	36	29	22
2. Students receiving Special Education					
Proficient and above	17	50	31	12	
Advanced	0	8	15	0	
Number of students tested	12	12	13	16	1
3. English Language Learner Students					
Proficient and above					21
Advanced					0
Number of students tested	3	3	5	6	14
4. Hispanic or Latino Students					
Proficient and above	46	79	48	26	31
Advanced	12	14	13	0	6
Number of students tested	26	14	23	19	16
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	3	6	5	7	5
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	0	1	1	3	1

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested	1	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	55	82	67	58	72
Advanced	20	24	27	8	44
Number of students tested	20	17	15	12	18
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	4	4	2	1	3
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Alternative assessment uses activities that reveal what students can do with language and mathematics, emphasizing their strengths instead of weaknesses. A team recommends the MCAS-Alt when the severity and complexity of the disability prevents the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations. In this case, the MCAS-Alt grade-level portfolio is compiled and submitted.

Sewell-Anderson School is home to two substantially separate classrooms containing students who are diagnosed with significant cognitive disabilities. These disabilities present barriers or challenges to standardized tests, thus determining students should participate in MCAS-Alt in one or more subjects.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	60	48	32	29	21
Advanced	8	11	11	10	2
Number of students tested	40	46	47	51	43
Percent of total students tested	85	85	72	94	86
Number of students tested with alternative assessment			13		
% of students tested with alternative assessment	15	15	28	6	14
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	43	37	25	16	28
Advanced	0	9	6	0	4
Number of students tested	23	35	32	31	25
2. Students receiving Special Education					
Proficient and above	36	33	9		5
Advanced	0	0	0		0
Number of students tested	11	12	22	6	21
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	1	4	3	7	3
4. Hispanic or Latino Students					
Proficient and above	33	45	24	12	21
Advanced	0	9	5	0	0
Number of students tested	12	22	21	17	14
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	6	6	8	7	4
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	0	0	4	1	0
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	83	62	38	50	22
Advanced	17	19	23	25	4
Number of students tested	18	16	13	20	23
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	3	2	1	5	2
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Alternative assessment uses activities that reveal what students can do with language and mathematics, emphasizing their strengths instead of weaknesses. A team recommends the MCAS-Alt when the severity and complexity of the disability prevents the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations. In this case, the MCAS-Alt grade-level portfolio is compiled and submitted.

Sewell-Anderson School is home to two substantially separate classrooms containing students who are diagnosed with significant cognitive disabilities. These disabilities present barriers or challenges to standardized tests, thus determining students should participate in MCAS-Alt in one or more subjects.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MCAS SPRING</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	64	41	58	45	41
Advanced	36	15	16	8	17
Number of students tested	42	39	43	38	29
Percent of total students tested	86	74	88	89	93
Number of students tested with alternative assessment					
% of students tested with alternative assessment	14	26	12	11	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	53	32	46	45	19
Advanced	23	11	4	15	0
Number of students tested	30	28	24	20	16
2. Students receiving Special Education					
Proficient and above	33	18		6	
Advanced	25	0		0	
Number of students tested	12	17	8	17	5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	2	1	4	1	2
4. Hispanic or Latino Students					
Proficient and above	47	25	41	50	
Advanced	37	6	6	7	
Number of students tested	19	16	17	14	9
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	4	5	5	2	3
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	0	3	1	0	0
7. American Indian or Alaska Native Students					
Proficient and above	0				
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested		0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	
9. White Students					
Proficient and above	88	57	69	47	62
Advanced	41	29	38	5	31
Number of students tested	17	14	16	19	16
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	2	1	4	2	1
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Alternative assessment uses activities that reveal what students can do with language and mathematics, emphasizing their strengths instead of weaknesses. A team recommends the MCAS-Alt when the severity and complexity of the disability prevents the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations. In this case, the MCAS-Alt grade-level portfolio is compiled and submitted.

Sewell-Anderson School is home to two substantially separate classrooms containing students who are diagnosed with significant cognitive disabilities. These disabilities present barriers or challenges to standardized tests, thus determining students should participate in MCAS-Alt in one or more subjects. While the majority of students who take alternate assessments have significant cognitive disabilities, participation in the MCAS-Alt is not limited to these students. When the nature and complexity of a student's disability present significant barriers or challenges to standardized testing, even with the use of accommodations, and even when the student may be working at or near grade-level expectations, the student's IEP or 504 team may determine that the student should participate in MCAS-Alt in one or more subjects.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Spring 2014 MCAS Results</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	41	51	46	43	63
Advanced	11	5	13	10	23
Number of students tested	54	43	46	42	43
Percent of total students tested	81	86	83	88	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	19	14	17	12	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	33	38	42	34	41
Advanced	3	0	11	7	9
Number of students tested	39	26	36	29	22
2. Students receiving Special Education					
Proficient and above	8	8	0	19	
Advanced	0	0	0		
Number of students tested	12	12	13	16	1
3. English Language Learner Students					
Proficient and above	0	0	0	0	29
Advanced	0	0	0	0	0
Number of students tested	3	3	5	6	14
4. Hispanic or Latino Students					
Proficient and above	38	43	30	37	38
Advanced	8	0	13	0	6
Number of students tested	26	14	23	19	16
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	3	6	5	7	5
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested		1	1	3	1
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	40	59	80	50	78
Advanced	15	6	20	25	39
Number of students tested	20	17	15	12	18
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	4	4	2	1	3
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Alternative assessment uses activities that reveal what students can do with language and mathematics, emphasizing their strengths instead of weaknesses. A team recommends the MCAS-Alt when the severity and complexity of the disability prevents the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations. In this case, the MCAS-Alt grade-level portfolio is compiled and submitted.

Sewell-Anderson School is home to two substantially separate classrooms containing students who are diagnosed with significant cognitive disabilities. These disabilities present barriers or challenges to standardized tests, thus determining students should participate in MCAS-Alt in one or more subjects.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MCAS SPRING</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	50	48	38	41	30
Advanced	10	9	4	8	5
Number of students tested	40	46	47	51	43
Percent of total students tested	85	85	74	96	86
Number of students tested with alternative assessment			12		
% of students tested with alternative assessment	15	15	26	4	14
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	43	40	31	26	24
Advanced	4	6	3	0	4
Number of students tested	23	35	32	31	25
2. Students receiving Special Education					
Proficient and above		8	9		5
Advanced		0	0		0
Number of students tested	11	12	22	6	21
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	1	4	3	7	3
4. Hispanic or Latino Students					
Proficient and above	33	36	29	18	21
Advanced	0	9	5	0	0
Number of students tested	12	22	21	17	14
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	6	6	8	7	4
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	0	0	4	1	0
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	61	69	54	60	43
Advanced	17	6	0	20	9
Number of students tested	18	16	13	20	23
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	3	2	1	5	2
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Alternative assessment uses activities that reveal what students can do with language and mathematics, emphasizing their strengths instead of weaknesses. A team recommends the MCAS-Alt when the severity and complexity of the disability prevents the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations. In this case, the MCAS-Alt grade-level portfolio is compiled and submitted.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MCAS SPRING</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	62	56	60	47	52
Advanced	10	15	14	13	14
Number of students tested	42	39	43	38	29
Percent of total students tested	83	77	91	89	79
Number of students tested with alternative assessment					
% of students tested with alternative assessment	17	23	9	11	21
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	60	50	42	55	38
Advanced	10	11	4	20	6
Number of students tested	30	28	24	20	16
2. Students receiving Special Education					
Proficient and above	17	18		18	
Advanced	0	0		0	
Number of students tested	12	17	8	17	5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	2	1	4	1	2
4. Hispanic or Latino Students					
Proficient and above	53	44	41	50	
Advanced	11	0	6	21	
Number of students tested	19	16	17	14	9
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	4	5	5	2	3
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	0	3	1	0	0
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	82	71	75	53	50
Advanced	12	36	25	11	19
Number of students tested	17	14	16	19	16
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	2	1	4	2	1
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Alternative assessment uses activities that reveal what students can do with language and mathematics, emphasizing their strengths instead of weaknesses. A team recommends the MCAS-Alt when the severity and complexity of the disability prevents the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations. In this case, the MCAS-Alt grade-level portfolio is compiled and submitted.

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